ATTITUDE OF PROSPECTIVE PRIMARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN RELATION TO TYPE OF INSTITUTION, STREAM OF STUDY, TEACHING APTITUDE AND VALUE PATTERNS

INTRODUCTION

India has chosen democracy as political and social way of life. The success of democracy largely depends upon the degree of education and enlightenment of the people. As the education commission 1964-66 has rightly pointed out, “The destiny of the country is being shaped in her classrooms”. Evidently, the commission has in mind the role of the teacher in realising the goal of national reconstruction. The success of any educational reform depends on the quality of the teachers. Even the best system of education may fail to achieve the desired ends in the hands of incompetent teachers. Education in emerging Indian society is passing through a very critical but interesting phase. Profound social change, rapid growth of population, the richness of knowledge and technical development create problems for educational development of this country. Several committees and commissions have been setup at the state and national levels to find out ways and means to respond to the genuine ideals and aspiration of Indian people and to create environment for education to develop a better social order. The quality of any educational system is determined by the quality of its teaching force. The best curriculum, syllabus and the best material become useless if the teachers do not know how to handle them, so a self organized system of in-service and pre service teacher training should be developed through which the teacher can enquire themselves with new knowledge and methodology. Thus a sound programme of professional education of teachers is essential for qualitative improvement of education. In simple words, teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge, skills and ability which help teachers to discharge his professional duties and responsibilities efficiently. It means reshaping the attitude, habits, value patterns and personality of teachers. One of the major problems in Indian education is the provision of adequately qualified and trained teachers. In India, each state follows its own pattern of education and there is a wide diversity not only among teachers of

different states, with reference to their qualifications, both general and professional, but also between teachers in institutions under different managements in the same state. So because of importance of teachers in educational process and to improve the quality of education, teacher education is the major concern. Teachers have important role in shaping the future generations. They have to act as friends, philosophers and guides of the students; and help them to march forward to establish a new social structure. They are very important people in the field of education. It is on them that the organization of education is based on their scholarship, conduct and behaviour which have a permanent effect on the students as the student imitates the teacher. For the young children they are ideal. In case of their half - hearted attempts, they cannot deliver the good expected of them. All the duties and responsibilities of the teachers are limited theoretically in books. The role of teachers in moulding the personality of the students depends on the aim of education. Education is to aim at wholesome progressive, harmonious and spontaneous growth and development of personality. The teacher is required to acquire adequate knowledge, skills, value patterns and attitudes towards teaching profession. The teacher can be made proficient with well planned and imaginative training programmes.

Attitude towards Teaching Profession

The term ‘attitude’ refers to the reports of what people think or feel or of the ways in which they intend to act. In the words of Rokeach (1968) “An attitude is a learned orientation or disposition, towards an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation.” Attitude generally implies a personality disposition which determines behaviour towards and opinion and belief about a given object, persons situation, institution, idea or concept.

Thurstone (1964) defines an attitude as “the degree of positive or negative effects associated with some psychological objects.” By psychological objects Thurston means any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative effect. So attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as national or social group, a custom or an institution.

Attitude towards teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. A teacher is a well informed person, because he is curious about many things and derives pleasure from his intellectual pursuits. One, who makes every effort to assist the student in learning, has the ability to build good human relationship, understanding and skill relate to the process of interaction, which help the students most, is said to have attitude towards teaching. The student teachers join the teacher preparation programme; it is usually observed that they join it because they like the teaching profession. However many a time, it is observed that the most of them join it as a need for job; some join it as a last resort.

Teaching Aptitude

Aptitude is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Freeman (1971), ‘‘An aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work”. In this way, by taking note of one’s present abilities and capacities we may come to know that one has an aptitude for learning and becoming successful in a particular area. Jones, “Aptitude is more than potential ability or ability expectancy. It implies fitness for the job. We call it success expectancy .Basically; it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of all these.” Aptitude is a present condition with future reference. Understanding of an individual’s aptitude helps us to know what he shall do in future. Thus aptitude is an indicative of one’s ability for a particular job or work. Aptitude has predictive values.

While concluding, we may observe that if one has mechanical aptitude others may have musical , scientific, legal, medical and other professional scholastic or artistic aptitudes .There may be commonalities with regard to the possession of one or the other type i.e. a group of students seeking admission to a particular course of

instruction or professional study may be found to have a high degree of aptitude for that course or profession within themselves, we may find a distinct range of diversities and variations when we take notice of the evaluation records of the aptitude tests.

Value patterns

Man was born with values. Axiology co-existed with man and formed the core of human life in all civilizations, the ethical concepts of 'right' and 'wrong', good and bad' and ' virtue and vice' have always influenced the activities of man. The values represent what a person considers important in life. The values comprise the individual's philosophy of life. Value is a concept of desirable ends, goals, ideas, or mode of actions which make human behaviour selective. Philosophically speaking, values are those standards or a code for moral behaviour conditioned by one's cultural tenets and guided by conscience according to which a human being is supported to conduct himself and shape his life patterns by integrating his beliefs ideas and attitudes to realize cherished ideals and aims of life. Values are stable and long lasting, influencing the overall life pattern of an individual. Values are the part of an individual's inner world expressed through behaviour. Kirpal(1987) "values may be defined as (I) what we believe - professed values,(II) what we practice - operational values.(III) what we learn from experience in order to adopt and renew traditions received from the past - traditional values". Spranger (1928) suggested six value systems. The six values are Theoretical, Economic, Aesthetic, Social, Political and Religious.

For the comprehensive development of personality and for harmonious adjustment to his environment a man needs the unifying philosophy of life. He needs humour needs certain religious devotion and conviction he should be social he has to be concerned with economic front and like. But in spite of the fact those value patterns are so important in the understanding of the behaviour, little research was done for systematic understanding of the concept and various dynamics of value system and it was during the middle of the 20^{th} century that attention of the researchers were drawn.

NEED AND SIGNIFICANCE OF THE STUDY

The effectiveness of education depends upon quantity of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training received by them in different training institutions. As we know that quantitative and qualitative improvement of elementary education has raised problems of procuring right type of teachers and enriching programmes of teacher preparation. Thus necessitates not only improving the knowledge and teaching competency of a teacher but also to inculcate desirable teacher like qualities in them. We know that teaching is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future. As a teacher, we should enrich ourselves with different teaching methodologies in order to change the behaviour of learners keeping in view their individual differences. The 21st century is marked by rapid and continuous changes. India is also passing through a crucial period of development and progress. We at present are facing challenges due to breakdown of values which are a threat to stability of our society and culture. These rapid changes cause disturbances in the basic value system itself. It is very strange and even after 66 years of independence we are still discussing the place of values in our education system and what type of values should be inculcated among the students. The concern has been expressed by various sections of the society about the progressive erosion of the values of new generation and general decline in character among a large section of the people, students and teachers. Changes create a new pattern of emotional and intellectual reaction which finally affects our aspiration towards perfection. Now the time has come to revamp the entire life system, which is based on human values. In doing so, many entities are important. The school has its own role, parents have their share and teachers assume a significant place in fostering value education. It is no doubt that whatever values are to be inculcated in the growing generation, the teacher must be the living embodiments of that value. Due to impact of privatization, liberalization and globalization policies of government, teacher education is increasing in quantity, but we are doubtful about its quality. The influence of teacher educators on prospective

teacher's behaviour as well as ethics, values and commitment are undefinable. As the numbers of institution are increasing, persons with different value patterns, interest, motivations ambitions are drawn into the teacher educator's suit. There is no such study has been conducted in Himachal Pradesh, Moreover, studies concerning the relation of attitude of prospective primary school teachers towards teaching profession in relation to their type of institution, stream of study, teaching aptitude and value patterns are not available which encouraged the investigator to take up the present study, also investigator finds it relevant to study such a topic which has great significance in our present education The result may guide teacher educators in devising their mode of teacher training, their methodologies, aptitude and attitude towards their profession and their value patterns.

STATEMENT OF THE PROBLEM

"ATTITUDE OF PROSPECTIVE PRIMARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN RELATION TO TYPE OF INSTITUTION, STREAM OF STUDY, TEACHING APTITUDE AND VALUE PATTERNS"

OBJECTIVES OF STUDY

1. To study the difference in attitude of prospective primary school teachers towards teaching profession with respect to gender.
2. To study the difference in attitude of prospective primary school teachers towards teaching profession with respect to type of institution i.e. govt. institution and private institution
3. To study the difference in attitude of prospective primary school teachers towards teaching profession with respect to stream of study i.e. arts and science.
4. To study the difference in attitude of prospective primary school teachers towards teaching profession with respect to teaching aptitude.
5. To study the difference in attitude of prospective primary school teachers towards teaching profession with respect to following dimensions of value patterns.
    I. Theoretical value
    II. Economic value

III. Aesthetic value

IV. Religious value

V. Social value

VI. Political value

6. To study the interactional effect of gender and type of institution on the attitude of prospective primary school teachers towards teaching profession.

7. To study the interactional effect of type of institution and stream of study on attitude of prospective primary school teachers toward teaching profession.

8. To study the interactional effect of stream of study and teaching aptitude on the attitude of prospective primary school teachers toward teaching profession.

9. To study the interactional effect of teaching aptitude and value patterns on attitude of prospective primary school teachers toward teaching profession.

10. To study the interactional effect of gender and stream of study on attitude of prospective primary school teachers toward teaching profession.

11. To study the interactional effect of gender and teaching aptitude on the attitude of prospective primary school teachers towards teaching profession.

12. To study the interactional effect of gender and value patterns on attitude of prospective primary school teachers toward teaching profession.

13 To study the interactional effect of type of institution and teaching aptitude on attitude of prospective primary school teachers toward teaching profession.

14 To study the interactional effect of type of institution and value patterns on the attitude of prospective primary school teachers towards teaching profession.

15. To study the interactional effect of stream of study and value patterns on the attitude of prospective primary school teachers toward teaching profession.

16. To study the triple interactional effect of gender, type of institution and stream of study on attitude of prospective primary school teachers towards teaching profession.

17. To study the triple interactional effect of gender, stream of study and teaching aptitude on attitude of prospective primary school teachers towards teaching profession.

18. To study the triple interactional effect of gender, teaching aptitude and value patterns on attitude of prospective primary school teachers towards teaching profession.

19. To study the triple interactional effect of type of institution, stream of study and teaching aptitude on attitude of prospective primary school teachers towards teaching profession.

20. To study the triple interactional effect of type of institution, teaching aptitude and value patterns on attitude of prospective primary school teachers towards teaching profession.

21. To study the triple interactional effect of stream of study, teaching aptitude and value patterns on attitude of prospective primary school teachers towards teaching profession.

22. To study the relationship between attitude of prospective primary school teachers towards teaching profession and teaching aptitude.

23 To study the relationship between attitude of prospective primary school teachers towards teaching profession and value patterns.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in attitude of prospective primary school teachers towards teaching profession with respect to gender.

2 There will be no significant difference in attitude of prospective primary school teachers towards teaching profession with respect to type of institution i.e. govt. institution and private institution..

3. There will be no significant difference in attitude of prospective primary school teachers towards teaching profession with respect to stream of study i.e. arts and science.

4. There will be no significant difference in attitude of prospective primary school teachers towards teaching profession with respect to teaching aptitude.

5. There will be no significant difference in attitude of prospective primary school teachers towards teaching profession with respect to following dimensions of value patterns.

   I. Theoretical value
   II. Economic value
   III. Aesthetic value
   IV. Religious value
   V. Social value
   VI. Political value

6. There will be no significant interactional effect of gender and type of institution on the attitude of prospective primary school teachers towards teaching profession.

7. There will be no significant interactional effect of type of institution and stream of study on attitude of prospective primary school teachers toward teaching profession.

8. There will be no significant interactional effect of stream of study and teaching aptitude on the attitude of prospective primary school teachers toward teaching profession.

9. There will be no significant interactional effect of teaching aptitude and value patterns on attitude of prospective primary school teachers toward teaching profession.

10. There will be no significant interactional effect of gender and stream of study on attitude of prospective primary school teachers toward teaching profession.

11. There will be no significant interactional effect of gender and teaching aptitude on the attitude of prospective primary school teachers towards teaching profession.

12. There will be no significant interactional effect of gender and value patterns on attitude of prospective primary school teachers toward teaching profession.

13 There will be no significant interactional effect of type of institution and teaching aptitude on attitude of prospective primary school teachers toward teaching profession.

14 There will be no significant interactional effect of type of institution and value patterns on the attitude of prospective primary school teachers towards teaching profession.

15. There will be no significant interactional effect of stream of study and value patterns on the attitude of prospective primary school teachers toward teaching profession.

16. Gender, type of institution and stream of study will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

17. Gender, stream of study and teaching aptitude will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

18. Gender, teaching aptitude and value patterns will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

19. Type of institution, stream of study and teaching aptitude will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

20. Type of institution, teaching aptitude and value patterns will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

21. Stream of study, teaching aptitude and value patterns will not interact significantly with regard to attitude of prospective primary school teachers towards teaching profession.

22. There will be significant relationship between attitude of prospective primary school teachers towards teaching profession and teaching aptitude.

23. There will be significant relationship between attitude of prospective primary school teachers towards teaching profession and value patterns.

DELIMITATIONS OF THE STUDY

1. The present study will be delimited to fourteen (six government and eight private) JBT training institutions of Himachal Pradesh only.
2. The study will be confined to prospective primary school teachers who will admitted to the JBT training institutions of Himachal Pradesh in the session 2013-2015.
3. The present study will be delimited to atlest 750 prospective primary school teachers of both the genders.

OPERATIONAL DEFINITIONS OF TERMS USED

The operational definition basically refers to the functional meaning of terms used in the statements of the problem under the investigation and in the body of report itself. The technical terms or words having special meanings need to be defined operationally. The different key terms used in the title of the study and to be used in the body of study are operationally defined as follows:

1) **Attitude towards teaching profession:** An attitude is a learned orientation or disposition, towards an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation. The scores obtained by the prospective primary school teachers on attitude scale towards teaching profession developed and standardized by H.S. Dhanoa will be used.

2) **Prospective primary school teachers:** It refers to the students who are admitted to JBT course for undergoing two year teacher education programme for session 2013-2015.

3) **Type of institution:** It refers to only two type of institution i.e. government JBT institution and private JBT institution.

4) **Stream of study:** The streams of study which the prospective primary school teachers have opted at plus two level i.e. arts and science.

5) **Teaching aptitude:** Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupation. The scores obtained by the prospective primary school teachers on teacher aptitude test, developed and standardized by R.P Singh and S.N. Sharma will be used.

6) **Value patterns:** Value is a concept of desirable ends, goals, ideas, or mode of actions which make human behaviour selective. The scores obtained by the prospective primary school teachers on teacher value patterns scale developed and standardized by R.K. Ojha and M. Bhargava will be used.

REVIEWS OF RELATED LITERATURE

The phrase "review of related literature" consists of two words- 'review' and 'literature'. 'Review' means to organize knowledge of specific area of research to evolve in an edifice of knowledge to show that proposed study is an addition to this field and 'literature' refers to knowledge of a particular area of investigation of any discipline which includes both theoretical and practical.

Mehrota (1973) while studying the effect of teacher education programmes on the attitude of teachers towards the teaching profession revealed that the attitude of those who completed the course was more favourable than those who did not. The attitude of female student was more favourable than that of the male students.

Singh (1974) conducted a study to measure teacher values and their relationship with teachers attitude and found that teachers scored the highest on social and theoretical values and the lowest on economic and political values. The value of teachers also differed according to their subjects, they taught.

Mouli and Reddy(1982) found that there are no differences among teachers on their attitude towards the teaching profession.

Dhull and Mahashewta (2005) found that females scored significantly higher than the males on aesthetic and religious values.

Kulshrestha and Heeranandani (2006) found that (1) Prospective teacher of both the groups (male and female) have higher aptitude for teaching than the other three aptitudes. (2) Male prospective teachers are better in guidance and management aptitude than in teaching and research.

Perveen (2006) in her study revealed that Discipline and Sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of the pupil teacher was significantly correlated with

their general teaching competence, professional interest and academic achievements. General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude.

Kulshrestha and Heeranandani (2006) found that (1) Prospective teacher of both the groups (male and female) have higher aptitude for teaching than the other three aptitudes. (2) Male prospective teachers are better in guidance and management aptitude than in teaching and research.

Usha (2010) in her study revealed that there was a significant difference between teaching aptitude of effective and ineffective male and female teachers.

METHODOLOGY OF STUDY

Research Method

In order to accomplish the objectives of the present study, the descriptive survey method of research will be used by the investigator**.** Descriptive survey method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered

Population

The term “population” refers to any collections of specified group of human beings and non-human entities such as objects, educational institutions, time units, geographical areas.

The population of the present study consisted of all prospective primary school teachers enrolled in government and private JBT training institutions of Himachal Pradesh in session 2013-2015.

Sample

A selected group of some elements from the totality of the population is known as sample. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected.

Six government and eight private JBT training institutions will be selected from list of all JBT training institutions of Himachal Pradesh by using simple random

sampling(by using lottery method). For the present study sample of atleast 750 prospective primary school teachers will be selected by using cluster sampling technique from randomly selected fourteen JBT training institutions.

Variables

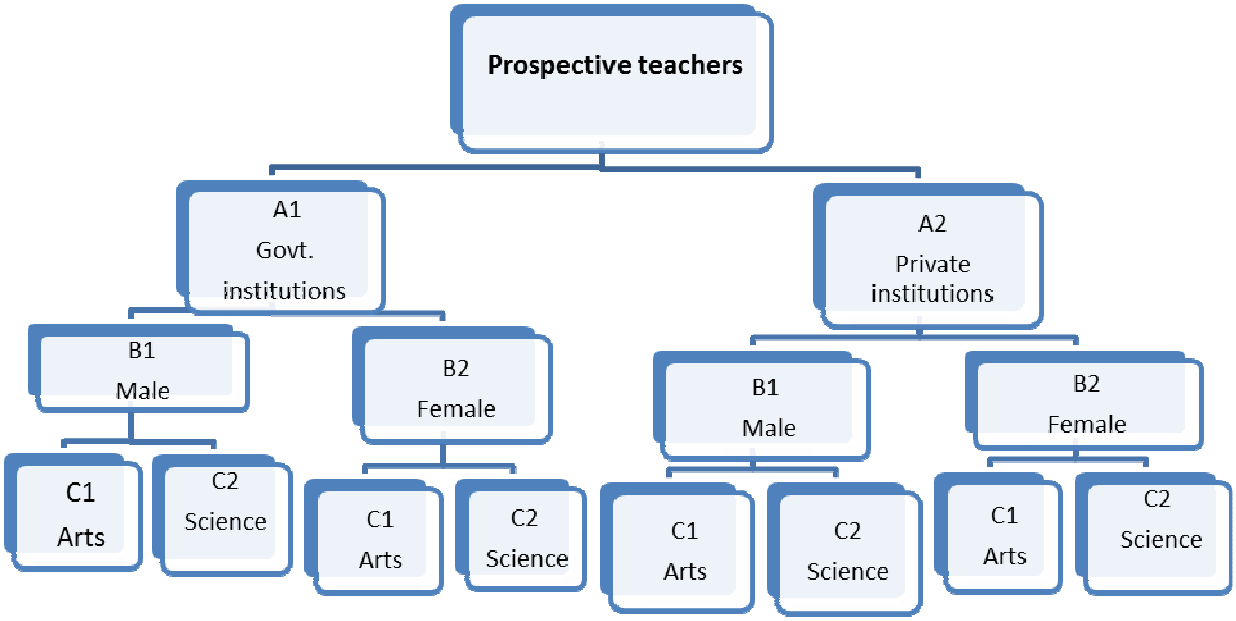
Variables are those which vary or change from person to person or situation to situation. In the present study Dependent variables are attitude towards teaching profession. Independent variables are type of institution, stream of study, teaching aptitude, and value patterns. The influence of these independent variables will be analyzed on dependent variable.

Tools to be Used

1. Attitude towards teaching profession: Attitude scale developed and standardized by H.S. Dhanoa will be used.
2 . Teaching aptitude: Teacher aptitude test developed and standardized by R.P Singh and S.N. Sharma will be used.
3. Value patterns: value patterns scale developed and standardized by R.K. Ojha and M. Bhargava will be used.

Research Design

In the present study 2x2x2 factorial design consisting of two levels type of institution i.e. government institutions and private institution two levels of gender i.e. male and female and two levels of stream of study i.e. arts and science will be used.



Statistical Technique Used

In the present study mean, standard deviation and ANOVA will be used wherever, necessary and feasible ‘t’ will be used. Product moment correlation (r) will also used.

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